DOCUMENT RESUME

ED 439 225 CE 079 757

TITLE	International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee, Fourth Session (Paris, France, March 10-12, 1997). Final Report.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Berlin (Germany). International Project on Technical and Vocational Education (UNEVOC).
PUB DATE	1997-03-00
NOTE	34p.
PUB TYPE	Opinion Papers (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Developing Nations; *Economic Development; Foreign Countries; Global Approach; *International Cooperation; *International Programs; *Lifelong Learning; Postsecondary Education; Productivity; Program Effectiveness; Program Evaluation; Secondary Education; Socioeconomic Influences; Technological Advancement; *Vocational Education
IDENTIFIERS	UNESCO

ABSTRACT

The fourth session of the UNEVOC International Advisory Committee was opened by Colin N. Power, whose welcoming address emphasized the importance of technical and vocational education (TVE) for socioeconomic development of UNESCO's member states. He pointed out that this sector of education is facing serious challenges posed by the recent trends in globalization of economy and education and the application of new technologies. The Advisory Committee recommended continuation of the UNEVOC project; a broader approach to educating the new generations for the challenges of the world of work and productivity in the 21st century; and a view of TVE as an integral part of a comprehensive concept of lifelong learning. It confirmed the relevance of the present program areas and types of activities carried out in Phase 1 and recommended their continuation. Program areas were: (1) international exchange of ideas, experience, and studies on policy issues; (2) strengthening of national research and development capabilities; and (3) facilitating access to databases and documentation and strengthening of the UNEVOC Network. Recommendations were made to the Director-General for project continuation and improvement. (The nine-page report has the following appendixes: participant list; UNEVOC summary of achievements 1992-96; UNEVOC progress report 1996-97; and evaluation report.) (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 225

International Project on Technical and Vocational Education (UNEVOC)

International Advisory Committee (Fourth Session)

Final Report

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Fiyak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paris, 10-12 March 1997

CE 079757

BEST COPY AVAILABLE

Contents

		Page
	Final Report of the UNEVOC.. ..... International Advisory Committee (Fourth Session)	1

Appendices

I.	List of 'Participants..	10
	UNEVOC : Summary of Achievements, 1992- 1996.	15
III.	UNEVOC : Progress Report, 1996- 1997.	21
IV.	Evaluation Report on the UNEVOC Project: Recommendations	29

1. Introduction

The fourth session of the UNEVOC International Advisory Committee was held at UNESCO Headquarters in Paris, from 10-12 March 1997.

Eleven of the twelve newly appointed members of the Committee attended this Session: Mr Munther Al-Masri (Jordan), Mr Frantisek Bartak (Czech Republic), Mr Suk-min Chang (Republic of Korea), Mr Nils Friberg (Sweden), Ms Maria de Ibarrola (Mexico), Mr Nassim Mehedff (Brazil), Mr Guang-ping Meng (China), Mr Hermann Müller-Solger (Germany), Mrs Marianne Nganunu (Botswana), Mr Oumar Sock (Senegal) and Mr Brian Stanford (Australia). Mr Tayeb Kamali (United Arab Emirates) was absent. They were recently appointed by the UNESCO's Director-General to serve in their personal capacity on this Committee.

Observers from the International Labour Organization (ILO), International Training Centre of ILO, International Association for Educational and Vocational Guidance (IAEVG) and several Member States' Permanent Delegations to UNESCO also attended this event.

2. Opening Session

The session was opened by Mr Colin N. Power, Assistant Director-General for Education of UNESCO who, on behalf of the Director-General, welcomed all Committee members and observers.

In his welcoming address, Mr Power emphasized the importance of technical and vocational education for socio-economic development of UNESCO's Member States. He pointed out that this sector of education is facing serious challenges posed by the recent trends in globalization of economy and education and application of new technologies. UNESCO, as a catalytic agency has long been providing assistance to its Member States in formulating their national policy on development and reform of technical and vocational education. Mr Power stressed that UNESCO has strongly involved itself with the continuation of the UNEVOC Project and is keen on the further success of this Project. He invited the Committee members to provide advice and guidance to UNESCO on the future orientations of the Project, and orientation of UNESCO's technical and vocational education programme as a whole. Mr Power also appealed the Committee members for their support in mobilizing extra-budgetary resources for the Project in their own countries. Mr Power expressed, on behalf of UNESCO, sincere gratitude to several Member States for their generous contribution to the UNEVOC Project, in particular, to the Governments of Germany, Japan, Republic of Korea and France.

The Committee then elected Mrs M. Nganunu as Chairperson, Mr S. M. Chang and Mr N. Mehedff as Vice-Chairpersons. Mr N. Friberg was elected as Rapporteur. The meeting then adopted the provisional agenda for the session.

3. Proceedings

Mr Gregor Ramsey, former Chairman of the Committee was invited to brief the Session of the work accomplished by the previous Committee. He suggested that during the next phase of the UNEVOC Project, more attention should be paid to the functions of the national UNEVOC Centres and establishing close linkages with other inter-governmental organizations (IGOs) and non-governmental organizations (NGOs) active in the field of technical and vocational education. The UNEVOC activities should be more action-oriented and practical. In terms of UNEVOC Project's three programme areas, Mr Ramsey suggested that during the next phase, Programme area B and C i.e, national research and development capabilities and networking should be more strongly emphasized.

UNESCO staff responsible for implementation of the UNEVOC activities including Mr Q. Tang, Chief, Section for Technical and Vocational Education, Mr H. Krönner, Chief, UNEVOC Implementation Unit in Berlin, Mr M. A. Qureshi, Specialist in Technical and Vocational Education, UNESCO/PROAP, and Mr S. Sulieman, Specialist in Technical and Vocational Education, UNESCO/UNEDBAS, reported during the session on the progress of implementation of the Project.

The presentation of the UNEVOC Evaluation Report provided a major input to the meeting. The report was introduced by Mr G Ramsey, the team leader of the evaluation team, and comprehensively analysed by Mr J R Bibeau, senior evaluator and rapporteur of the evaluation team. The team expressed concern that the percentage of responses to the questionnaire was low and that due to limited time and resources it was not possible to follow up potential respondents. However, the interviews did provide considerable additional input and the team was reasonably confident that the responses were representative. A large number of recommendations for the future orientation of the project were provided.

The above presentations formed the basis for continuing discussions.

4. Discussions and Recommendations on the Future Orientation of the UNEVOC Project

4.1 The *future of the UNEVOC Project*

The International Advisory Committee recommends that the UNEVOC project continues but sees the necessity that the Project which has operated successfully since 1992 should be brought to a new and permanent status through a decision of the next General Conference of UNESCO, and asks the Director-General to work out suitable proposals to that effect.

4.2 The UNESCO mission in the field of technical and vocational education

The Advisory Committee highlighted the following aspects of the UNESCO Mission in the field of Technical and Vocational Education (TVE):

4.2.1 UNESCO should consider taking a broader approach to educating the new generations for the challenges that the world of work and productivity in the 21st century will pose.

Analyse, for example:

the need to go beyond the actual structures and frontiers of technical and vocational education as a specific subsystem of the education systems;
the need of a new approach to learn about the world of work, beginning with primary education;
the possibility for everyone to benefit from education and knowledge needed to face the significant changes in the world of work;
the need to develop a new technological and ecological literacy for everybody;
the need for flexible mobility within and between the various fields and levels of the education and training systems.

It was noted that these changes affect all countries, although in different ways.

UNESCO should also consider the gap that is widening within countries and among them with regard to access to TVE and, in particular, access to the rapidly advancing technology.

4.2.2 The Committee, with reference to the report to UNESCO - *'The Treasure Within'* - strongly expressed the view that TVE has to be seen as an integral part of a comprehensive concept of life-long learning, contributing to new ideas on the development of education and training for the next century. For this purpose, it is recommended:

- that UNESCO should have as a high priority raising the image and status of TVE;
- that UNESCO should take a lead in reflecting upon the philosophy, the concept and the development of TVE, to function as a *'think-tank'* with a profile of its own and as a provider of a network of centres of competence for TVE in a global aspect;
- that UNESCO should more strongly integrate TVE activities into its work-plan in continuous consultation with other competent international organizations.

4.2.3 The Committee further recommends that UNESCO in co-operation with Member states and ILO prepares a position paper on Technical and Vocational Education & Training (TVET) in preparation for the second World Congress on TVE in the Republic of Korea in 1999.

4.3 *The Evaluation Report*

The International Advisory Committee has received the Report of the evaluation team and commends it for the valuable contribution it made to assist in determining the future of the UNEVOC project. In particular the Committee endorses the recommendations that the UNEVOC project should continue and that the General Conference reviews its status as to whether it should proceed in a more permanent form.

The Committee further advises the General Conference that the recommendations in the evaluation report provide a sound basis for determining change and improvement. In particular, the International Advisory Committee recommends that the following points be emphasized:

(i) that there is a need to bring action closer to regional and national levels;
(ii) that the language constraint is addressed to such extent that resources for translation are made available;
(iii) that the communication link between UNEVOC centres is enhanced through Internet and/or fax connections;
(iv) that certain conditions are met before an organization or institution becomes' a UNEVOC centre;
(v) that the roles and responsibilities of the Berlin Implementation Unit and the UNESCO Headquarters in Paris are better defmed so that they are better understood by all concerned;
(vi) that the National Commissions for UNESCO take on greater responsibility and accountability with regard to TVE.

4.4 *The UNEVOC Programme Areas*

The Advisory Committee confirms the relevance of the present programme areas and also the types of activities carried out during the first phase and recommends their continuation. It is recommended that the project brings into sharper focus the operational and implementation aspects of TVE, in parallel to the strategic, philosophical and conceptual aspect of what TVE is and should be in times of rapid political, socioeconomic and cultural changes. It has to be made clear, however, that UNEVOC's own mission has to be limited to facilitating the exchange of ideas and experiences and to strengthening the research and development capabilities of national and regional institutions and organizations. The operational level of day-to-day work has to be clearly left to the authorities in the member States.

4.4. I Programme Area A: International exchange of ideas, experience and studies on policy issues

(i) On the issue of policy, Member States should take advantage of the case studies already elaborated and advance into a systematic analysis of the existing ways of developing TVE in the world.

(ii) UNEVOC should promote case studies in the Member States as to how national needs may be identified in the field of TVE and translated into policies.

(iii) It is imperative that UNEVOC must promote in the Member Countries the awareness that certain groups within these countries don't have equal access to TVE. Therefore it is necessary that the countries cater for the needs of special groups excluded from receiving TVE promoting the principle of access and equity.

(iv) In formulating its objectives and work plan, UNEVOC should take into consideration that TVE has as an overall objective the formation of employable and productive citizens. TVE should not substitute but complement primary and secondary education of a good quality. Therefore it should be organised as part of a life-long learning system.

(v) An integrated and unified approach to the concepts, objectives and the standards of TVE of the various concerned International Agencies (e.g. ILO, UNESCO, ..) is to be developed.

(vi) UNEVOC should be involved in the ongoing efforts to revise the International Standard Classification of Education (ISCED).

(vii) UNEVOC should analyse the way national systems for TVE are organized, and the way TVE Centres relate to other educational institutions within the countries.

4.4.2 *Programme Area B: Strengthening of national research and development capabilities*

(i) UNEVOC should analyse the way institutional organisation affects the implementation of curriculum models.

(ii) UNEVOC should promote case studies as of the way countries- are providing education for work at all levels of the education system.

(iii) UNEVOC should support and take advantage of the experience of the existing national and regional research institutions which have as their goal the improvement of TVE.

(iv) UNEVOC should promote activities which enable the countries to support the development of_ the informal sector of the economy. TVE for the informal sector should therefore be integrated within national systems of education and training.

(v) Activities to address the economics or cost-effectiveness of TVE should be included in UNEVOC activities.

4.4.3 Programme Area C: Facilitating access to data bases and documentation and strengthening of the UNEVOC Network

(i) Assistance in finding sources for funding of equipment should be given to UNEVOC Centres not yet equipped with e-mail facilities.

(ii) Twinning arrangements between UNEVOC Centres and also other partners, such as industry and the private companies, should be encouraged and supported.

(iii) UNEVOC should promote the exchange of experiences through international cooperation to consolidate TVE with the needs of the productive sector. For this

UNEVOC should look for ways and means for the establishment of an International clearinghouse for collecting and disseminating policy documentation, TVE research reports and monographs.

(iv) UNEVOC should always include in its activities on the regional and national levels, besides educators and policy makers, members of the productive sector such as the representatives of workers and employers and also NGOs.

4.5 The *UNEVOC Operational Structure*

4.5.1 From the evaluation report and from the discussions of the Advisory Committee, it became evident that the general orientation of UNEVOC work should be more demand led and follow a basic bottom-up pattern. The UNEVOC network is to give an international dimension to national and regional activities, to stimulate debate and development where this input is wanted and needed, and to make the wisdom and experience concerning TVE available to all concerned with this area of competence.

4.5.2 Experience has shown and the evaluation report is proving that the selection and the running of the UNEVOC Centres is at the heart of these activities. UNESCO, therefore, should more frequently use the tool of a call for tender to identify the most capable centres of competence in TVE, it being understood that these Centres have in general to rely on their own or national funds and should be responsible for fund-raising activities concerning their contribution to the UNEVOC network. UNESCO should ensure that the designation of any UNEVOC Centre is subordinated to the following conditions:

a specific agreement be signed with UNESCO that would clarify roles and outline expectations of the Centre;
wherever-possible, such Centres be located in TVE institutions;
that TVE specialists work at the Centre; and
appropriate equipment and facilities required to fulfil the functions are available.

4.5.3 National Commissions for UNESCO and UNESCO Regional Offices should take more responsibility with regard to UNEVOC and TVE activities.

4.5.4 The Advisory Committee considers it important to have a centralised unit for the UNEVOC network, such as the Berlin Implementation Unit. Regional UNEVOC Units should also be considered. Support should be sought from Member States for the establishment of such a Centre or Centres. In this respect a call for tender might prove to be the best way to identify and, possibly, pool the necessary resources.

4.6 The International Congress

The International Advisory Committee fully supports the initiative for an International Congress on TVE in the Republic of Korea in 1999.

The Committee advises that this Congress should seek to find an integrated approach to education and training and that this could be symbolized by the term TVET - Technical and Vocational Education & Training. The Committee would like this Congress to represent a turning point in this respect.

In view of the theme, the Committee recommends that this becomes a joint venture by UNESCO and ILO. It is further recommended that UNESCO and IL0 prepare a joint position paper on this issue for the Congress.

A number of potential sub-themes were proposed:

- Role of TVET in Socio-economic Development
- The Economics and Financing of TVET
- Systems and Policies in TVET
- TVET: the Relation with the Education System and the World of Work
- TVET for Life-Long Education
- TVET for Youth Employment
- Role of Employers in Training for the World of Work
- New Delivery Systems for TVET
- Giobalization of Training
- TVET and Migration
- Certification of Labour Competencies
- Role of TVET in Bridging the Widening Gap Between Developed and Developing Countries
- Education and the World of Work
- The Status of TVET in Relation to General and Higher Education;
- The Concept of Key Qualifications;
- TVET: Access and Equity.

5. Recommendations to the Director-General

The International Advisory Committee expresses its support as follows:

The Committee appreciates the report of the UNEVOC evaluation team and recognises the valuable contribution it made in determining the future of the UNEVOC project.

The Committee fully supports the initiative for the organization of the Second International Congress on Technical and Vocational Education in the Republic of Korea in 1999 and, proposes as the key theme, discussions on ways of finding an

integrated approach to education and training, in considering TVET as an integral part of a comprehensive concept of life-long learning, thus contributing to new ideas on the development of education and training for the next century.

The International Advisory Committee presents the following recommendations to the Director-General for consideration:

5.1 that the UNEVOC project continues and that its future status as a permanent programme is considered at the next General Conference;

5.2 that UNESCO in co-operation with Member States and IL0 prepares a position paper on Technical and Vocational Education & Training (TVET) in preparation for the World Congress on TVE in the Republic of Korea in 1999;

5.3 that, in order to ensure a more demand-driven project and in order to step-up the effectiveness of the UNEVOC project, the UNEVOC Centres should play a more significant role. This should be ensured by careful selection of Centres based on their TVE expertise, their capacity to raise local resources, and their capacity to implement UNEVOC activities;

5.4 that it is important to have a centralised unit for the UNEVOC network, such as the Berlin Implementation Unit. The creation of Regional UNEVOC Units should also be considered;

5.5 that the networking is enhanced through more effective use of the Internet and e-mail, not only between UNEVOC Centres and the central unit but also between Centres and between Centres and other partners in TVE. The concept of twinning of UNEVOC centres should also. be encouraged and supported;

5.6 that the three present programme areas are maintained but that the project brings into sharper focus theoperational and implementation aspects of TVE, in parallel to the strategic, philosophical and conceptual aspects;

5.7 that the range of activities, especially under programme area B - *Strengthening of national research and development capabilities* - is diversified;

5.8 that activities are implemented to assist Member States in addressing the problem of groups excluded from TVE and in formulating policies which promote access and equity.

5.9 that there is a close cooperation, led by UNESCO, between all the various international agencies with interest in TVE.

5.10 that UNEVOC should be involved in the ongoing efforts to revise the International Standard Classification of Education (ISCED).

6. Concluding Remarks

In the concluding session, the Chairperson thanked all Committee members for their valuable contribution to the discussion and noted that all members had been very active in the debate. She also thanked the observers and the UNESCO staff for their contribution and assistance.

Mr Power, Assistant Director-General for Education, in his closing remarks thanked the Committee for its valuable recommendations concerning the future orientations of the UNEVOC Project. He assured the Committee that these recommendations would be submitted to the Director-General and to the next session of the UNESCO General Conference for consideration. Once again, Mr Power appealed to the Committee members not only to advise UNESCO, but also to provide and mobilize support for the UNEVOC Project.

Appendix 1

UNESCO, Paris March 1997

UNEVOC International Advisory Committee
(Fourth Session)

10-12 March 1997

Final List of Participants

Mr Munther Al-Masri
Minister of Education
Ministry of Education
P.O. Box 1646
Amman
JORDAN
Tel: (962-6) 685-081
Fax: (962-6) 666-019

Mr Frantisek Bartak
Deputy Director
Research Institute of Technical
and Vocational Education
Pod Stanici 1144/2
102 00 Praba 10
CZECH REPUBLIC
Tel: (420-2) 786-0750
Fax: (420-2) 786-3380
E-mail: bartak.vuos.cz

Mr Suk-min Chang
Director-General
Vocational/Technical Education
Research Centre
Korean Educational Development
Institute (KEDI)
92-6 Umyeon-Dong, Seocho-gu
Seoul 137-79 1
REPUBLIC OF KOREA
Tel: (82-2) 576-8542
Fax: (82-2) 576-8544

Mr Nils Friberg
Managing Director
Education Centre of Kristianstad (TECK)
Gotgatan 2
S-29133 Kristianstad
SWEDEN
Tel: (4644) 13 67 40
Fax: (4644) 10 69 27
E-mail: nfr@ior.skolnet.kristianstad.se

Ms Maria de Ibarrola
Director
Fundación SNTE para la Cultura
del Maestro Mexicano
Mier y Pesado 228 - Col. de Valle
Mexico 03600
MEXICO
Tel: (52-5) 523-7766
Fax: (52-5) 523-7500

Mr Tayeb Kamali (absent)
Managing Director
Centre of Excellence for Applied
Research & Training
P.O. Box 5464
Abu Dhabi
UNITED ARAB EMIRATES
Tel: (971-2) 436 163
Fax: (971-2) 462 050

/....

Mr Nassim G. Mehedff
National Secretary for Professional
Training and Development
Federal Ministry of Labour
Esplanada dos Ministerios - Bloco F #734
BP 70056-900
Brasilia D.F.
BRAZIL
Tel: (55-61) 223-6324/223-6078
Fax: (55-61) 224-7593
E-mail : nassimg@mtb . gov. br

Mr Guang-ping Meng
Executive Vice-Chairman
Chinese Society of Technical and
Vocational Education
Apartment 8, #207 Peking University
100871 Beijing
CHINA
Tel: (86-10) 6275-2877
Fax: (86-10) 6603-3669
E-mail: civte@netchina.co.cn

Mr Herman Müller-Solger
Head
Division for European Cooperation
in Vocational Education & Training,
UNESCO, IL0
Federal Ministry of Education, Science,
Research and Technology
D-53 170 Bonn
GERMANY
Tel: (49-228) 57-2282
Fax: (49-228) 57-3603

Mrs Marianne Nganunu
Director
Department of Vocational Education and
Training
Ministry of Education
Private Bag 0062
Gaborone
BOTSWANA
Tel: (267) 303 480
Fax: (267) 313 191
E-mail: dvet@abacus . global. bw.
or dvet@global.co.za

Mr Oumar Sock
Director
Ecole Supirieure Polytechnique (ESP)
BP 5085 Dakar-FANN
S E N E G A L
Tel: (221) 25 08 79
Fax: (221) 25 55 94
E-mail: osock@ucad. sn

Mr Brian Stanford
Chief Executive
Department for Employment Training
and Further Education
TAFE South Australia
GPO Box 2352
Adelaide SA 5001
AUSTRALIA
Tel: (61-8) 8226-3490
Fax: (61-8) 8226-0816

Observers

Mr Jean-René Bibeau
Senior Evaluation Specialist
Ministry of Industry, Commerce,
Science and Technology
710, place d'Youville, 3ème étage
Québec, QC, GIR 4Y4
Canada
Mailing address: 11750, Place de Guise
Québec, (QC) G2A 3K7
Canada
Tel: (1-418) 691-5698 ext. 4240
Fax: (l-418) 644-1687
E-mail: jrbibeau@sympatico. ca

Mr Stuart Conger
Vice-President
International **Association for**
Educational and Vocational Guidance
(IAEVG)
572, Highcroft avenue
Ottawa, K1Z 5J5
Canada
Tel: (613) 729-4913
Fax: (613) 729-8984

/....

Ms Jianhong Dong
Second Secretary
Permanent Delegation of the People's Republic of China to UNESCO
1, rue Miollis
75015 Paris
France
Tel: (33-l) 4.5 68 34 63
Fax: (33-l) 42 19 01 99

Mr Antonio Graziosi
Deputy Director
Training Department
International Training Centre of the ILO
Corso Unitá d'Italia 125
10127 Turin
Italy
Tel: (39-l 1) 69 3611
Fax: (39-11) 69 36348
E-mail: A.Graziosi@itcilo.it

Mr Nikolai Petrov
Chief
Technical Cooperation Team in Employment and Training
International Labour Organisation (ILO)
4, route des Morillons
CH-1211 Genève 22 _
Switzerland
Tel: (22) 799-6915
Fax: (4 l-22) 799-8573

Mr Gregor Ramsey
Director
Tertiary Education Consulting Services
19A Gordon Street
Mosman, NSW 2088
Australia
Tel: (61-2) 9960 4147
Fax: (61-2) 9960 2082
E-mail: GREGOR.RAMSEY@s055.aone.net. au

Mr Hiroshi Yoshimoto
First Secretary
Permanent Delegation of Japan to UNESCO
1, rue Miollis
75015 Paris
Tel: (33-l) 45 68 35 41
Fax: (33-l) 47 34 46 70

UNESCO

Mr Colin N. Power
Assistant Director-General for Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 10 47
Fax: (33.1) 45 68 56 26/27/28

Mr Andri Isaksson
Director
Division for the Renovation of Secondary and Vocational Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 11 65
Fax: (33.1) 45 68 56 22

Mr Hans-Wolf Rissom
Director
Bureau for Programme Co-ordination
Education Sector
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 13
Fax: (33.1) 45 68 56 26/27/28

/...

Mr Qian Tang
Chief
Technical and Vocational Education Section
Division for the Renovation of Secondary and Vocational Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 3 1
Fax: (33.1) 45 68 56 30
E-mail: Q . Tang@Unesco. org

Mr Hans Krönner
Chief
UNESCO/UNEVOC
Fehrbelliner Platz 3
D- 10707 Berlin
Germany
Tel: (49 30) 86.49.15-O
Fax: (49.30) 86 49 15 41
E-mail: uhber@Unesco.org
or: Kronner@unevoc.b.shuttle.de

Mr Muhammad A. Qureshi
Programme Specialist
Technical and Vocational Education
UNESCO Principal Regional Office for Asia
and the Pacific
920 Sukhumvit Road
Box 967, Prakanong post office
Bangkok 10110
Thailand
Tel: (66.2) 391.0879
Fax: (66.2) 391.0866
E-mail: uhbk@unesco.org

Mrs Colette Arnold
Programme Specialist
Technical and Vocational Education Section
Division for the Renovation of Secondary and Vocational Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 09 13
Fax: (33.1) 45 68 56 30

Mr. Sulieman Sulieman
Programme Specialist
Technical and Vocational Education
UNESCO Regional Office for Educatio:
in the Arab States
Avenue cite Sportive
BP. 5244
Beirut
Lebanon
Tel: (961-1) 850013/14/15/75
Fax: (961-1) 824.854
E-mail: uhbei@Unesco. org

Mr Yong-Sik Yoon
Programme Specialist
Technical and Vocational Education Section
Division for the Renovation of Secondary and Vocational Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 29
Fax: (33.1) 45 68 56 30

/...

Mr Augustin Mariro
Programme Specialist
Technical and Vocational Education
UNESCO Regional Office for Education in Africa
12, Avenue Roume
Dakar
Senegal
Tel: (221) 23 50 82
Fax: (221) 23 83 93
E-mail: uhdak@Unesco.org

Mr Hiroshi Matsuzaka
Associate Expert
Technical and Vocational Education Section
Division for the Renovation of Secondary and Vocational Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 15 13
Fax: (33.1) 45 68 56 30

Mr Alexander Dyankov
Consultant
Technical and Vocational Education Section
Division for the Renovation of Secondary and Vocational Education
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 30
Fax: (33.1) 45 68 56 30

Mr Barry Hobart
Consultant
UNESCO/UNEVOC
Fehrbelliner Platz 3
D- 10707 Berlin
Germany
Tel: (49 30) 86.49.15-O
Fax: (49.30) 86 49 15 41
E-mail: uhber@unesco.org

Ms Farida Gazdar
Secretary
Technical and Vocational Education Section
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 38
Fax: (33.1) 45 68 56 30
E-mail : F. Gazdar@Unesco . org

Ms Irene Odibo
Secretary
Technical and Vocational Education Section
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 34
Fax: (33.1) 45 68 56 30

Ms Kongit Guebre-Xabier
Secretary
Technical and Vocational Education Section
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Tel: (33.1) 45 68 08 36
Fax: (33.1) 45 68 56 30

Appendix II

UNEVOC: Summary of Achievements 19924996

1. Introduction

UNEVOC is UNESCO's International Project on Technical and Vocational Education. It was launched in 1991, aiming to enhance UNESCO's contribution to the development of technical and vocational education in its Member States.

After a slow start the Project has developed considerably well within the last few years. It has been recently evaluated by a group of external evaluators. Later in 1997, the General Conference of UNESCO will have to decide on the future of UNEVOC.

This may be the time to recall some of the achievements of the UNEVOC Project, from the perspective of the UNESCO Secretariat.

This brief paper does not attempt to reflect the whole range of activities undertaken within the framework of the UNEVOC Project since 1992. Such information is already available in the various regular UNEVOC progress reports. It is intended to highlight, however, some of the rational behind the various activities, and reflects some of the Project's main achievements.

2. The mandate of the Project and its limitations

The mandate of UNEVOC has been determined in several resolutions adopted by the General Conference of UNESCO at its 26th, 27th and 28th session.

Three Programme Areas form the backbone of all UNEVOC activities:

A. International exchange of ideas, experience and studies on policy issues;

B. Strengthening of national research and development capabilities;

C. Facilitating access to data bases and documentation and strengthening of the UNEVOC Network.

This mandate is not an all-embracing one. There are two dimensions of limitations which may be illustrated as follows:

- It is within the mandate of UNEVOC to contribute to the definition of national policies on technical and vocational education in Member States and, to play a catalyst role in Member States' efforts to define such policies. It is not the mandate of UNEVOC, however, to determine policies to be implemented by Member States;
- It is within the mandate of UNEVOC to strengthen national research. and

development capabilities. through the dissemination of information and transfer of know-how as well as popularization of new methodologies in such fields as curriculum development, application of new training technologies, training and upgrading of teaching staff, etc. It is not necessarily the mandate of UNEVOC, however, to carry out research, to develop training technologies, to train teaching staff, or even to offer technical and vocational education programmes at a large scale.

Nevertheless, it should be noted that the experience and the intellectual potential that has been developed through the UNEVOC Project over the last few years would certainly allow UNESCO to step beyond the above limitations. This, however, would require to develop further the existing structures of UNEVOC.

3. Achievements

3.1 Programme **Area A:** **International exchange of ideas, experience and studies on policy issue**

A major concern of many Member States is to enhance the role, status and attractiveness of technical and vocational education within their education systems.

The strategy to promote this process through UNEVOC comprises several approaches:

- To provide sufficient documentation on existing technical and vocational education systems in various countries, so as to stimulate international comparison and, eventually, to stimulate healthy competition. This has commenced already through some 35 country studies, as well as a number of regional syntheses;

- To offer a platform for discussing various national policies and practices, for identification of the key factors that determine the role and status of technical and vocational education. This has been done through an international Consultation Meeting as well as during a number of UNEVOC meetings in the various world regions;

- To initiate a number of significant international events that might be used as "attention-focussing events" to create international attention to and mobilise resources for technical and vocational education. Such examples are the preparations for a World Congress on Technical and Vocational Education (Republic of Korea, 1999), participation in EXPO 2000 (Hanover, Germany), the attempts to establish an "International Award for Technical and Vocational Education", and the co-operation in the development of the Fifth Theme (Adult Education and the Changing World of Work) for the Fifth International Conference on Adult Education (Hamburg, Germany, 1997).

During the past several years, UNEVOC also provided forums for many Member States to discuss important policy issues in technical and vocational education. In this connection, a series of international, regional and sub-regional conferences, seminars and workshops were

organized on such themes as: linkage between technical/vocational education and the world of work, access of girls and women to technical/vocational education, role of technical/vocational education in rural development, new training technologies, training and upgrading of teachers/trainers, etc.

3.2 Programme Area B: Strengthening of national research and development capabilities

The major objective in this Programme Area is to assist Member States in developing their own capabilities in research, development, and policy definition.

An important strategy to achieve this goal is to mobilize resources available within the country itself. The world of work is considered as one of the major resources of information, know-how and expertise in the field of technical and vocational education. A series of studies were conducted in various regions on co-operation between educational institutions and the world of work. These studies were followed up by a number of international and regional seminars for key personnel from both technical and vocational education institutions and the world of work. There has been significant feedback, in particular from Eastern African countries, concerning follow-up activities in the sub-region.

Methodologies of curriculum development are another major concern. The objective is to make specialists in Member States, particularly in the developing countries, familiar with appropriate methodologies, while at the same time initiating co-operation and division of labour among UNEVOC Centres at the international level. This has been done through an initial international workshop and subsequently through series of regional activities. Finally, sub-regional working groups started developing curricula on their own, with some input from Member States in the region. A good example is the Regional Project on Exemplar Curriculum for Entrepreneurial Skills for Small Business in Asia/Pacific, which has been co-sponsored by the UNEVOC Project and the Australian Government. The "Guide Book for Curriculum Development" that emerged from one of these sub-regional working groups is a visible product of the rewards of these efforts.

National and sub-regional training activities have been organized on topics that are important to the Member States in order to improve their capability in research and development in technical, and vocational education. Meanwhile, assistance have also been provided, at the Member States request, to formulate project proposals.

3.3 Programme Area C: Facilitating access to data bases and documentation; strengthening the UNEVOC network

3.3.1 Printed media

UNESCO has launched, through UNEVOC INFO, a world-wide newsletter on technical and vocational education. Initially, UNEVOC INFO was published in English and French only. However, following a request by the International Advisory Committee, and by many readers in the Arab region, Arabic edition was added in 1996. The UNEVOC INFO mailing lists serve several thousand recipients. The number of positive comments indicates the value

of this periodical, particularly in less privileged areas where access to information on international developments in technical and vocational education is limited.

Since 1996, a comprehensive List of UNEVOC Publications has been available and updated several times a year. It now contains approximately 50 publications produced within the UNEVOC Project to date. Hundreds of requests for publications have been received and responded since this list has been distributed.

3.3.2 Information and communication via the Internet

UNEVOC was among the first programmes of UNESCO to offer information through the WorldWideWeb. Since the beginning of this initiative, the UNEVOC Web Pages have been viewed by a large number of interested parties. For example, the WorldWideWeb statistics for January 1997 give evidence that in this month alone users from more than three dozen countries - from Canada to Micronesia, from Bolivia to Zimbabwe - have viewed the UNEVOC Web Pages.

However, it has to be noted that access to this kind of communication is not yet available everywhere. There are restrictions of access as well as of funds available in many developing countries. One of the strategies of UNEVOC is therefore to improve access of its UNEVOC Centres to the Internet. To this end, several regional workshops/seminars were held or are in preparation in Asia/Pacific and African regions. A Feasibility Study on the same topic has been carried out on the Arab States.

A brochure titled "UNEVOC on the WorldWideWeb" has been disseminated, along with information on how access to this information is available even if no Internet link is locally available.

3.3.3 Servicing and expanding the UNEVOC Network

Enhancing international co-operation among the UNEVOC Centres is a major goal of the UNEVOC Project. This does not only require an initial effort to establish a network, but also a permanent effort to maintain the flow of information.

UNEVOC has established a world-wide network of national institutions actively involved in planning, research and development in technical and vocational education. The UNEVOC Directory now lists more than 140 focal points (UNEVOC Centres and UNEVOC Associate Centres) in some 100 Member States. Because of the variety of structures in technical and vocational education world-wide, these institutions are different in kind. They include national research and development centres, leading training institutions, relevant departments of Ministries of Education, etc. In addition, some regional and sub-regional mechanisms of co-operation have developed, based on the initiatives of UNEVOC. The "Guide Book for Curriculum Development and Adaptation" elaborated jointly by UNEVOC partners from Australia, Bangladesh, China, India, Malaysia, New Zealand, and Pakistan is a typical example of such co-operation.

The UNEVOC Directory, which is being updated 6-10 times a year is being used by many national, as well as international organizations, to keep in touch with relevant institutions.

Thus, it serves not only UNESCO and UNEVOC in a narrow sense, but helps some UNEVOC Centres to be linked with third parties as well.

A twinning initiative was launched in 1996 in which all UNEVOC Centres were invited to identify potential areas for co-operation and exchange of ideas and experience in particular areas of concern to be made with other interested parties, nationally, regionally, or internationally. The response has been most favourable and further efforts will be made when resources become available to establish concrete partnerships and extend the twinning arrangements around the world. The partnerships will not be confined to UNEVOC Centres alone, but will include other entities that may assist such Centres to further the general objective of UNEVOC, which is to strengthen technical and vocational education around the world.

4. General observations

4.1 Technical and vocational education within UNESCO's programme

Ever since 1989 that included the adoption of the Convention on Technical and Vocational Education and a mandate to conduct a feasibility study on the establishment of an international centre for technical and vocational education, UNESCO Member States represented have unanimously supported UNEVOC and even asked for higher priority to be given to technical and vocational education in UNESCO's programme. This indicates that technical and vocational education is no longer considered marginal within UNESCO's education programme, but has received much more attention than before.

4.2 UNESCO's role among the various international agencies in technical and vocational education

In recent years, UNESCO has gradually been integrated into a number of mechanisms in international co-operation in technical and vocational education. Examples are:

- Inclusion in the Working Group for International Co-operation in Vocational and Technical Skills Development;
- Inclusion in the donor co-operation initiative by the European Training Foundation (ETF);
- Regular consultations with the IL0 at operational level have been established:
- The development of the Fifth Theme (Adult Education and the Changing World of Work) in the Fifth International Conference on Adult Education that include such international partners as the ILO, OECD and initiated by UNESCO.

4.3 UNESCO as a relevant and attractive partner for Member States in technical and vocational education

With UNESCO's new profile in the field of technical and vocational education, the

Organization has apparently become a more attractive partner for Member States. UNESCO has been invited to cooperate in a number of national and international events in technical and vocational education:

- The Second International Congress on Technical and Vocational Education to be organised in the Republic of Korea in 1999;

- Expo 2000, to be held in Germany in 2000.

UNESCO has also been invited to give advice, support and consultancy services to many Member States in the field of technical and vocational education.

The UNEVOC Inventory records indicate that approximately 130 Member States have so far been involved in a variety of UNEVOC activities.

The UNEVOC Project has had a relatively short space of time in which to instigate and promote its charter to strengthen technical and vocational education around the world. However, a cursory analysis of its multifarious initiatives and activities will convince any sceptic of the strenuous efforts it has made to achieve such a goal. Time alone will reveal how successful these efforts have been.

Appendix III

UNEVOC: PROGRESS REPORT (1996-1997)

Introduction

After three years of implementation, the UNESCO's General Conference decided at its 28th session that the UNEVOC Project should continue until the end of 1997 when the evaluation report on the first phase of the Project's activities has been completed and submitted to the 29th session of the General Conference for its consideration. The Government of Germany has generously agreed to continue its financial contribution to UNEVOC for the period of 1996-1997. The agreement between UNESCO and the German Government on the UNEVOC Project has therefore been extended to cover the 1996-1997 biennium.

This report summarizes the UNEVOC activities undertaken by the UNESCO Headquarters (Section for Technical and Vocational Education), the UNEVOC Implementation Unit in Berlin (IUG) and the four UNESCO Regional Offices for Education, during the biennium 1996-1997.

Programme Area **A:**
International Exchange of Ideas, Experience and Studies on Policy Issues

UNEVOC activities in this programme area focus on the following issues corresponding to the needs of Member States:

- *Raising the status of technical and vocational education;*
- *Lifelong and recurrent technical and vocational education;*
- *Orientation of education towards the world of work (career education);*
- *Technical and vocational education for rural development;*
- *Linkage between technical and vocational education institutions and industry.*

International Award

Efforts have been made, in co-operation with private sponsors, to establish an International Award with a view to improving the image and status of technical and vocational education through attention-focusing events. Q-Associations (Germany) have reaffirmed their interest and willingness to identify sponsors for such an award. As UNESCO procedures for such an award are rather complicated, a dual strategy might be envisaged: a less formal award that might be granted in 1997, while a more formal award could be established at a later date.

Regional meetings

It has been foreseen to organize meetings in 1997 in various regions to examine approaches to improve the quality of and raise the status of technical and vocational education, and to identify strategies for making technical and vocational education more relevant to socio-economic development in the 21st century.

Europe

The resources for a European regional meeting have been reallocated to organize the Fifth Theme *Adult Education and the Changing World of Work* of the Fifth International Conference on Adult Education (CONFINTEA V), Hamburg, 14-18 July 1997. IUG has been actively involved in the preparatory work for this conference.

A working-group meeting will be organized in Moscow from 24-28 March 1997 by the Russian National Commission for UNESCO and the International Centre of Educational Systems in Moscow, on the theme *Legal and Economic Support of Continuing Technical and Vocational Education-and Training.* The objective is to prepare a Conference foreseen at the end of 1997 on *Development of Continuing Technical and Vocational Education and Training in actual Socio-Economic Conditions.*

A sub-regional workshop for five Central European Countries will be held in Budapest from 8-12 March 1997. The objectives of this workshop *"TVE at the crossroads? "* are to study the tendencies and perspectives of TVE and its connection with employment, to strengthen sub-regional co-operation in the area of learning and training for young people, in accordance with the resolution of the *European Symposium on Technical Education and Vocational Training in Countries in Transition* (Toulouse, UNESCO, 1995).

Asia/Pacific

A *"Regional Workshop on Strengthening Infrastructures for Policy Development in Asia and the Pacific"* was held from 11-15 November 1996, in Melbourne, Australia. Framework for strengthening infrastructures for policy development and implementation of TVE for economic development in Asia and the Pacific was discussed.

An *"Expert Group Meeting on Major Issues in TVET to make it more relevant to socio-economic development in Asia and the Pacific"* will take place from 24-28 March 1997 in Beijing, China.

Arab States

A *"Symposium on Vocational Guidance and Counselling"* was organized from 5-8 August 1996 in Amman, Jordan. The role of UNEVOC Centres/Associate Centres and the vocational guidance and counselling for orientation toward vocational education at the secondary level were discussed.

A *"Symposium on linkage of TVE to the World of Work"* was held from 18-2 1 November 1996 in Beirut, Lebanon. The participants exchanged experiences in fostering the linkages of TVE to the world of work.

A *"Forum on the Basis of establishing Vocational Centres in Poor Societies"* was organized from 14-18 December 1996 in Kuwait. The forum addressed those issues concerning management of vocational education institutions such as coordination of activities, financing of programmes and marketing of production.

International Congress on Technical and Vocational Education

The Government of the Republic of Korea has officially announced their intention in hosting the Second *International Congress on Technical and Vocational Education in* the year 1999. This event, a follow-up to the *first International Congress on the Development and Improvement of Technical and Vocational Education* held in Berlin in 1987, will review the achievements in technical and vocational education during the past decade and identify future orientations for the new century. Preliminary discussions took place in Spring 1996 between UNESCO and the authorities of the Republic of Korea. Discussions also took place with IL0 for their participation in this event.

Contact has also been made with the organizers of the EXPO 2000 in Hannover, Germany on the organization of a major international conference on technical and vocational education in co-operation with UNESCO in the year 2000, as part of the universal exposition.

World Education Report

It has been discussed with the relevant Unit in UNESCO that, in the next issue of the World Education Report, to be published in 1998 (main theme: Teachers Training), a chapter will be dedicated to *"Training of teaching personnel in technical and vocational education and training".*

International Seminar on Delivery Patterns for Technical and Vocational Education in Rural Areas

An *International Workshop on Technical and Vocational Education for Rural Development: Delivery Patterns* was held in Ottawa, Canada, from 17-20 September 1996, in collaboration with the Association of Canadian Community Colleges (ACCC). Government officials and specialists responsible for rural vocational education programmes from eleven countries participated in this event. Trends and successful delivery patterns of TVET in rural areas were discussed in detail. Future strategies in this regard and recommendations to the governments of Member States were formulated. The final report of this meeting is available and a summary of discussion and the fmal recommendations has been published in UNEVOC INFO N° 9.

Non-formal vocational training for unemployed young men and women

To deal with the problem of growing unemployment and disenchantment among young people, in Nepal a pilot project to assist the government in establishing a vocational training

centre/polytechnic was launched. A project identification mission was fielded to carry out a feasibility study in March 1996, and the experimentation led from July to December 1996 was assisted by a twinning arrangement with an Australian institution of TAFE (a UNEVOC Centre).

In the Arab States Region, UNEVOC Centres in Algeria, Egypt, Lebanon, Yemen and Palestinian Authority have launched the implementation of a special project on enhancement of learning and training opportunities for youth in the Arab States (national need assessment studies in 1996 and a workshop on document development and mechanisms for implementation will be held in March 1997).

International Experts Meeting on the Promotion of Linkage between Technical/Vocational Education and the World of Work

An *International Experts Meeting on the Promotion of Linkage* ***between*** *Technical/Vocational Education and the World of Work* took place from 3-6 February 1997 in Tokyo, Japan. The Government of Japan co-sponsored this event. The discussions of this meeting concentrated- on the impact made by the new environment: a) globalization of economy and education, and b) application of new training and information technologies. A set of recommendations were formulated and submitted to UNESCO for further actions.

School-run enterprises

Efforts have been made to identify suitable examples of successful practices of management and financing of technical and vocational education institutions through the concept of school-run enterprises, where learning and production are being combined.

Programme **Area B:**
Strengthening National Research and Development Capabilities

Taking into account the diversified situations in various countries and regions, the UNEVOC Project has focused on the following areas:

- *Providing equal access of girls and women to technical and vocational education;*
- *Methods of staff development;*
- *Development of national technical and vocational education policies and systems;*
- *Promotion of the linkage of technical and vocational education with the world of work;*
- *Methods of curriculum development.*

Follow-up of the Beijing Conference

Pilot projects for enhancing access of girls and women to science and technology education, are being conducted in Bahrain and Tunisia. A round table on the subject will be arranged for national/regional action plans as a result of the case-studies and the identified needs (Amman, March 1997).

In Africa, a national training seminar for policy-makers to enhance their awareness towards the gender issue in TVET is being foreseen in Tanzania in 1997.

Special Project: Scientific, Technical and Vocational Education of Girls in Africa

This Special Project (1996-2001) is designed so as to promote gender-inclusive policies and their implementation, and to assist in revising school-based programmes and activities to enhance public awareness. The synthesis of the information collected under the current assessment phase (through national surveys in 23 countries which are being conducted) will serve as background information for two sub-regional meetings in 1997 (Zimbabwe and Côte d'Ivoire). Following this advocacy phase, grass-root level activities will be initiated in selected countries, including a series of workshops for renewal of curricula, teacher training, and materials development, in collaboration with relevant local NGOs, teacher associations, and technical teacher training institutions.

National policy definition for technical and vocational education

To assist African Member States' efforts in development of broad-based national policies for technical and vocational education, a sub-regional seminar on the development of such a national policy framework is being prepared and will be held in Nairobi, Kenya, in the first half of 1997, in collaboration with the Ministry of Research, Technical Training and Technology of Kenya.

Co-operation between educational institutions and enterprises

As a follow-up to a UNEVOC seminar on the same topic which took place in Berlin during the previous biennium, a ***Sub-Regional Seminar for Key Personnel on Co-operation between Educational Institutions and Enterprises in Technical and Vocational Education,*** was held in Ouagadougou, Burkina Faso, in March 1997.

Development and adaptation of technical and vocational education curricula

To provide opportunities to technical and vocational specialists in the developing countries to be familiarized with the current trends and innovations in TVE curriculum development, several regional and national activities were organized:

A Core Monitoring Group has been established in the Asia-Pacific Region to monitor and evaluate the implementation and adaptation of an Exemplar Curriculum for Entrepreneurial Skills in Small Business. A meeting of this group was organized in Beijing, China, from 17-21 June 1996. The exemplar curriculum is being used on the trial basis in several countries in the region.

In Africa, a regional consultation meeting on curriculum design for vocational training of school drop-outs was organized in Lomé, Togo, from 28-31 May 1996.

A sub-regional symposium on development of TVE curricula and programmes was held in Amman, Jordan, from 16-17 September 1996.

A project proposal for Azerbaijan was developed, now included in the UN Inter-Agency Humanitarian Appeal for the Caucasus. It includes national training workshops on the development and adaptation of curricula.

Training of teachers and trainers in technical and vocational Education

A UNEVOC regional expert meeting on that topic was held in Abu Dhabi, United Arab Emirates, from 24-27 March 1996. Participants from 10 Member States and four regional and international organizations attended the meeting.

A regional expert group meeting for Asia and the Pacific was held in Islamabad, Pakistan (13-17 October 1996). A "Guidebook for Technical and Vocational Education Teacher Education Curriculum Development and Adaptation" was produced.

An *International Round Table on Training of Teachers/Trainers in TVE* which will take place at Curitiba, Brazil, from 7-11 April 1997 is being prepared. This event will review the challenge posed by the current social, economical and technological development on TVE teachers' training -and suggest the future strategies to improve the staff development.

Technical assistance to Member States

Technical assistance was provided to many Member States, at their request, through staff advisory missions, including Azerbaijan, Bosnia, Haiti, Herzegovina, Lebanon, Nepal, Republika Srpska, Tanzania, the United Arab Emirates, etc.

Co-operation with other organizations

A consultation meeting was held at the ILO Headquarters in Geneva in early November 1996, between staff of UNESCO and ILO. Both sides agreed to strengthen co-operation in the field of technical and vocational education and training. Joint activities in this field will be organized, including preparatory work for the Second *International Congress on Technical and Vocational Education (1999).*

IUG represented UNESCO at the International Workshop on Donor Co-ordination held by the European Training Foundation in Turin from 6-7 June 1996, and in the Working Group for International Co-operation in Vocational and Technical Skills Development, in Frankfurt, Germany, from 25-26 November 1996.

Programme Area C:
Facilitating Access to Data Bases and Documentation; Strengthening the UNEVOC Network

Activities in this programme area aim at:

- *enhancing UNESCO's clearing house function in technical and vocational education;*
- *further developing UNEVOC network.*

The UNEVOC INFO

During this biennium, 4 issues of UNEVOC INFO (N°6, 7, 8 et 9) have been published in both English and French. Starting from the N°7, the Arabic version of UNEVOC INFO has been reproduced by UNESCO Beirut Office.

For each issue, approximately 3,000 copies were sent to all Member States by the Headquarters while UNEVOC Berlin maintains a mailing list and handles the mailing of some 1,000 copies to individuals addresses.

From issue N°8 onwards, the full text of UNEVOC INFO is also available in the World Wide Web.

Studies and documents on technical and vocational Education

Since 1996, new documents including the following six monographs in the series of UNEVOC Studies in Technical and Vocational Education were produced and disseminated:

#3 ***A Guide for Evaluation of Technical and Vocational Education Curricula***
#4 ***New Perspectives on Assessment***
#5 ***Functional Literacy, Workplace Literacy and Technical and Vocational Education: Interfaces and Policy Perspectives***
#6 ***Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education***
#7 ***Promotion of the Equal Access of Girls and Women to Technical and Vocational Education***
#8 ***Current Issues and Trends in Technical and Vocational Education***

Other documents published include:

- ***Financing Technical and Vocational Education: Modalities and Experiences***
- ***UNEVOC Brochure (new version, in English, French and German)***

UNEVOC Directory

The UNEVOC Directory (including 140 UNEVOC Centres/Associate Centres, in 1996) has been printed in various updated versions and mailed to all UNEVOC Centres. There is a considerable demand for the Directory from all world regions. Full information on the UNEVOC Centres is now also available in the World Wide Web.

Developing information and communication resources

Since December 1995, information about UNEVOC is available on the World Wide Web. The UNEVOC Web pages are constantly updated and further developed. A package has also been developed that allows to view the UNEVOC Web pages off-line, without direct link to the Internet.

Links to other Web sites in technical and vocational education are offered, such as the International Training Center of the IL0 in Turin, CINTERFOR in Montevideo and the ERIC Clearing House in Columbus. Ohio.

Access of UNEVOC Centres to information resources

To facilitate the access of UNEVOC Centres to information resources, a "Regional Clearinghouse and Electronic Communication Network for Asia and the Pacific" was established in 1995. A section of "UNEVOC in Asia and the Pacific" is now included in the "Vocational Education and Training Database" produced by the Australian National Centre for Vocational Education and Research. A training workshop was held in Manila, Philippines, in March 1996 in collaboration with the Colombo Plan Staff College and the Australian National Centre for Vocational Education Research. Training in accessing the Internet and World Wide Web was provided to the personnel from UNEVOC Centres in China, India, Indonesia, Japan, Nepal, Pakistan, Republic of Korea, Thailand and Vietnam. A training seminar of the same nature for the African region is in preparation and will be held at the West African News media and Development Centre in Cotonou, Benin, later this year.

Evaluation

As decided by the UNESCO General Conference at its 28th session, the UNEVOC Project is being evaluated during this biennium by an external evaluation team. The following specialists have been appointed as external evaluators, in consultation with the National Commissions concerned, to carry out this activity: Mr. Gregor Ramsey (Australia; team leader), Mr. Jean-René Bibeau (Canada, rapporteur), Mr. Antonius Lipsmeier (Germany) and Ms. Ana Maria Lakomy (Brazil). Since June 1996, relevant data have been collected by the team through documentation review, questionnaires and personal interviews. The team met several times to discuss their findings and their report has been submitted to UNESCO recently.

International Advisory Committee

The mandate of the first Advisory Committee expired at the end of 1995. The Executive Board of UNESCO, at its 149th session held in May 1996, adopted new "Statutes of the International Advisory Committee for the International Project of Technical and Vocational Education (UNEVOC)". The new Committee, composed of 12 persons, has been established and the fourth session of the Committee will be held in Paris from 10-12 March 1997.

Appendix IV

Evaluation Report on the UNEVOC Project: RECOMMENDATIONS

1. CONCERNING THE MISSION OF UNEVOC PROJECT

1.1 Continue the UNEVOC Project.

1.2 Modify the Project to improve its effectiveness consistent with the recommendations proposed below.

1.3 Consolidate and communicate UNEVOC Project experience so that the whole international community in TVE pursues its objectives and takes action through appropriate bodies in Member States.

2. CONCERNING ORIENTATION AND OEUECTIVES OF UNEVOC PROJECT

2.1 Analyse needs and engage in a firm policy of systematic and periodic consultation at regional and national levels.

2.2 Bring action closer to regional and national levels.

2.3 Focus Project activities more effectively and decide on priorities for action-

2.4 Bring into sharper focus the "know how" basis of TVE rather than the philosophical, consistent with a plan of action that is achievable.

2.5 Link action to real development potential and to productive work at a national level.

2.6 Adapt the outcomes of Project activities to overcome language and cultural constraints.

2.7 Ensure the effective translation of UNEVOC Project materials and all information into the official UNESCO languages.

2.8 Discriminate among the targeted groups, with regard to the dissemination of information, in order to reach directly the different people according to the specificity of their roles, needs and expertise.

2.9 Continue activities with regard to gender issues.

2.10 Include the historical background of each country in the case studies, particularly Latin America and Asia and Pacific regions, as a means to enable readers to better understand TVE in the different countries.

3. CONCERNING NEW ACHIEVEMENTS TO PURSUE

3.1 Raise the image and status of TVE to a level which would allow it to sustain itself and play its role as an equal along side of other sectors of education; to that purpose, develop strategies which might be used in the various Member States.

3.2 Bring every UNEVOC Project Centre to be connected to the Internet and have access to e-mail; to that purpose, develop strategies including ways of providing appropriate equipment; involve organizations and enterprises (private firms) which are at the forefront of technology in direct action to assist UNEVOC Project Centres.

3.3 Enhance network to a level where information will be collected and spread in an appropriate manner; to that purpose, develop a strategy that would involve work with regional and national bodies.

3.4 Enhance TVE status, over the next decade, to the equivalent of that of the other sectors of education, or integrate TVE fully with them; to that purpose, recommend strategies to the Member States to act accordingly.

4. CONCERNING THE ORGANIZATION

4.1 Ensure that individuals involved with the UNEVOC Project are also involved in TVE activities, and that those involved with UNEVOC Project, particularly at National Commissions for UNESCO and in UNEVOC Project Centres, are knowledgeable with TVE, possibly being TVE specialists.

4.2 Subordinate the designation of any UNEVOC Project Centre to the following conditions :

- a specific agreement be signed with UNESCO that would clarify roles and outline expectations;
- wherever possible, such Centres be located in TVE institutions;
- that TVE specialists work at the Centre;
- appropriate equipment and facilities required to fulfil the functions are available.

4.3 Rely on TVE specialists working in UNEVOC Project Centres to develop a reliable network.

4.4 Carefully select the participants in UNEVOC Project activities.

5. CONCERNING THE RESPONSIBILITIES

5.1 Clarify the roles of UNESCO **headquarters,** the Implementation Unit in Berlin, UNESCO Regional Offices and UNEVOC Project Centres so that there is minimal overlap of function and that each level co-operate within the system to make it more effective.

5.2 Make sure that the UNESCO headquarters responsibilities include needs analysis, policy making, co-ordination and allocation of funding and establishing links with other international agencies..

5.3 Clarify the role of the **Berlin Implementation Unit** as the organization providing global support in the implementation of UNESCO headquarters policies and work plan, developing a world TVE network and making TVE information available widely.

5.4 Place the Unit clearly under the authority of UNESCO headquarters and, given its close proximity to German Federal Institute for Professional Training (BIBB), use the latter expertise to assist the unit's operations.

5.5 Put **UNEVOC Project Centres** at the forefront of all actions at national level and make them effective nodes of an international communication network.

5.6 Give the responsibility to the UNEVOC Project Centres to mobilize efforts to raise funds for equipment, either from within an institution; from government **source** or from equipment suppliers.

5.7 Develop specific agreements in TVE that could be signed by Member States for ongoing activities and-make them accountable for specific and measurable results. Develop these agreements through **National Commissions for UNESCO** to make UNEVOC Project activities provide those results which may be followed up and reported on back nationally and regionally.

5.8 Bring the various **international agencies** to co-operate to make all programmes dedicated to TVE more effective. Develop strategies to that effect.

5.9 Rely on more relevant and TVE knowledgeable people, by using available resources at the national level and involving people working at the community level in the decision making and action taking of UNEVOC Project activities.

5.10 Give to **participants in UNEVOC** Project activities the responsibility for disseminating the information to their country.